**Felicia Y. King-Thomas**

**SESSION 2 – ASSIGNMENTS**

Dodge, Judith. Formative and Summative Assessments in the Classroom. Excerpt: 25 Quick

Formative Assessments for a Differentiated Classroom, 2008.

**Assignment Two: 3 – 2 – 1**

**3 Important Details**

1. Formative assessment support learning during the learning process only when there is purposeful use for gauging instruction to identify an alternative method of delivery (whether it means to provide enrichment or reteaching).

2. Formative assessments are not to be administered in isolation, as opposed to be intertwined in the learning process and used as additional practice. Therefore, the formative assessments must closely align with instruction.

3. Integration of formative assessments in daily instruction is necessary. Teachers plan activities for daily instruction, they must also plan how student learning will be “quickly assessed”, not evaluated, in order to thereby inform instruction.

**2 Connections to Leadership Role**

1. As an instructional leader, it is crucial to continuously model and coach effective instructional practices to include ongoing formative assessments.

2. As supervisors, it may become necessary to provide teacher motivation for usage of formative assessment, and provide a resource library of categorical formative assessments including what/how thy measure.

**1 Remaining Question**

1. How do you help teachers understand that formative assessments do not have to be extensive all of the time, but adequate enough to determine or measure student’s understanding?

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Stiggins, Rick, Assessment for Learning: A Key to Motivation and Achievement,

"Edge: The Latest Information for the Education Practitioner, Vol. 2. No. 2, Phi Delta Kappa International.

**Assignment Two: 3 – 2 – 1**

**3 Important Details**

1. Balanced assessments include quality which on stand-alone activities do not accurately gauge student learning. “Quality also must be evaluated based on the effect of those results on the learner.”

2. Data that that is not quantifiable does not automatically dictate that learning has not taken place. Data gathered from formative assessments must be used to inform instructional decisions and encourage students to try to learn rather than to equate with letter or numerical grades.

3. It is critically important that we understand that both classroom and program levels of assessment and decision making are important, but they are different. One seeks to reflect progress toward mastery of standards, the other success in meeting standards.

**2 Connections to Leadership Role**

1. While serving as a member of the leadership team, I must assist in the reformation of student minds. Students should be so familiar with completing formative assessments, that they are able to gauge their learning themselves at various points throughout the lesson.

2. I will encourage teachers to examine the results of the assessments to determine whether they align with their teaching.

**1 Remaining Question**

1. What are the best methods to employ to ensure teachers design assessments to elicit the answers they want answered to confirm students have a concrete understanding of material to be learned?